

Grade 7 Sample Items

A complete research simulation task for 7th Grade contains ten items, with nine items that are either Evidence-Based Selected Response (EBSR) items or Technology-Enhanced Constructed Response (TECR) items and one Prose Constructed Response (PCR) item. Students will read a purpose setting statement for the task and then read the first passage. After answering EBSR and TECR items, the students will read a second and third passage and answer additional EBSR and TECR items after each passage. Finally, the students will response to the PCR item.

Each sample item presented includes information on (1) the advances in assessment and answers to the items; (2) an explanation of the alignment of the item to the standards and PARCC evidence statements; and (3) item scoring rules and rationale.

Sample Items for Grade 7: “The Biography of Amelia Earhart”	
Sample Item 1: Questions and Standards	Sample Item 1: Advances and Answers
<p>Part A Question: In paragraph 6 of “The Biography of Amelia Earhart,” Earhart is quoted as saying “After scaring most of the cows in the neighborhood . . . I pulled up in a farmer’s back yard.” How does the quotation contribute to the meaning of the paragraph?</p> <ol style="list-style-type: none"> It demonstrates Earhart’s sense of humor when describing a potentially frightening situation.* It shows that Earhart loved taking risks but regretted when her actions put others in danger. It suggests that Earhart was humble about her accomplishments and able to admit serious mistakes. It illustrates Earhart’s awareness of her responsibility as a role model for other women. 	<p>Part A Item Advances: The skills of reading carefully, making inferences, and applying understanding of a text are essential for college and career readiness. This Evidence-Based Selected-Response question allows students to use a quotation presented in the text to draw an inference about Earhart: Although she faced danger, she remained positive, as demonstrated by her sense of humor when discussing the frightening events afterward. The item advances assessment by asking students to offer proof of their answer as demonstrated by the inclusion of a Part B.</p> <p>Part A Answer Choice Rationales: Option A is the correct answer; the quotation shows Earhart’s humor (“scaring most of the cows” and “farmer’s back yard”) when telling about her forced and dangerous landing in Ireland. Option B is incorrect; the quotation does not show regret on Earhart’s part. Option C is incorrect; the quotation does not show Earhart admitting mistakes. The forced landing, in fact, was caused by weather and mechanical problems, not pilot error. Option D is incorrect; although the article does show Earhart’s awareness of being a role model, the quotation does not support this aspect of the text.</p>
<p>Part B Question: In which other paragraph in the article does a quotation from Earhart contribute to the reader’s understanding of her character in a similar way as does the quotation in Part A?</p>	<p>Part B Item Advances: Part B of this Evidence-Based Selected-Response question is innovative from past approaches in that it allows students to apply the inference made in Part A to another section of the text, thus gathering more evidence of Earhart’s sense of humor when depicting dangerous situations. This approach calls for close reading</p>

<p>a. paragraph 7*</p> <p>b. paragraph 8</p> <p>c. paragraph 9</p> <p>d. paragraph 11</p>	<p>and careful analysis of the text in order to be able to correctly answer the question.</p> <p>Part B Answer Choice Rationales: Option A, paragraph 7, is the correct answer. Earhart describes two incidents, drinking chocolate by herself while in a cold cabin over the Pacific Ocean and then being rescued from a crowd in Newark. Both events were dangerous, yet Earhart describes them using humor rather than expressing fear about the seriousness of the risks. Paragraphs 8, 9, and 11 are all incorrect. Although all contain quotations from Earhart, none of the quotations show her use of humor to deflect attention away from the danger of events.</p>
<p>Sample Item 1: Alignment</p>	
<p>Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned well to the two standards and the evidence statements listed because the question requires analysis of Earhart’s quotations to establish the humorous tone used when describing the dangers in her life and then to find additional evidence of quotations that help build this tone. This item demonstrates a level of complexity not seen in traditional tests in the past, in that students are asked to apply knowledge demonstrated in Part A to locate additional evidence in Part B.</p>	<p>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</p> <p>PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text.</p> <p>Standard RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><u>Evidence Statement for RI.7.4:</u></p> <p><i>The student’s response</i></p> <ul style="list-style-type: none"> • <i>demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone.</i>

	<p><u>Standard RI.7.1:</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Evidence Statement for RI.7.1:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none">• <i>provides several pieces of textual evidence to support analysis of inferences drawn from the text.</i>
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Sample Item 1: Scoring Points and Rationale

Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but answer Part B incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with additional textual evidence, showing true mastery of the skill rather than the ability to guess.

Scoring Points:

- 2 points are awarded when the student correctly chooses the answer to Part A (A) and the answer to Part B (A).
- 1 point is awarded when the student correctly chooses the answer to Part A (A) but incorrectly answers Part B.
- No points are awarded when the student answers both Part A and Part B incorrectly, or the student only answers Part B correctly.

Sample Items for Grade 7: “The Biography of Amelia Earhart”	
Sample Item 2: Questions and Standards	Sample Item 2: Advances and Answers
<p>Question: According to the article “The Biography of Amelia Earhart,” which events had the most significant impact on Earhart’s life? From the list, create a summary by dragging the four most significant events and dropping them in chronological order into the table.</p> <div> <div>1</div> Earhart becomes the first woman to fly across the Atlantic Ocean by herself. </div> <div> <div>2</div> Earhart attends a finishing school in Philadelphia. </div> <div> <div>3</div> Earhart purchases her first plane. </div> <div> <div>4</div> Earhart works as a nurse’s aide in Canada. </div> <div> <div>5</div> Earhart attends an air show, where a stunt pilot flies close to her. </div> <div> <div>6</div> Earhart sets off on a flight around the world. </div>	<p>Item Advances: The skills of reading carefully, evaluating the importance of ideas in a text, and applying an understanding of a text are essential for college and career readiness. This Technology-Enhanced Constructed-Response question allows students to evaluate the impact that several events had on Earhart’s life, which requires that all the skills outlined above are applied. The item advances assessment by allowing students to have more than four options to evaluate (seven in this case) and then use the events they weighed as most impactful to summarize the events chronologically, essentially establishing the relationship among them.</p> <p>Answer Choice Rationales: The correct answer, in order, is 5, 3, 1, 6. Earhart’s encounter with a student pilot at an air show (5) sets the stage for the rest of her life, as it establishes her passion for flying. Because of this passion, Earhart eventually purchases her first plane (3), which leads to her becoming experienced enough to become the first woman to fly solo across the Atlantic (1). Finally, because of her famous solo flight, she attempts to fly around the world (6). The other events (2, 4, and 7) did not have as much impact on Earhart’s life.</p>

7	Earhart places third at the Cleveland Women's Air Derby.	
Event 1		
Event 2		
Event 3		
Event 4		
Sample Item 2: Alignment		
<p>Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned well to the two standards and the evidence statements because students must summarize chronologically the events that were significant in Earhart's life, inferring which events were more important than others.</p>		<p>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</p> <p>PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text.</p> <p><u>Standard RI.7.2:</u> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><u>Evidence Statement for RI.7.2:</u></p>

	<p><i>The student's response</i></p> <ul style="list-style-type: none"> • <i>provides an objective summary of a text.</i> <p><u>Standard RI.7.1:</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Evidence Statement for RI.7.1:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> • <i>provides several pieces of textual evidence to support analysis of what the text says explicitly.</i> • <i>provides several pieces of textual evidence to support analysis of inferences drawn from the text.</i>
Sample Item 2: Scoring Points and Rationale	
<p>Scoring Rationale: Past tests would have given credit for a right answer regardless of how a student arrived at the answer, but the PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering partial credit if the student correctly identifies and sequences three of the four events and full credit if the student correctly identifies and orders all events, showing mastery of the ability to determine key events that should be included in a summary.</p>	<p>Scoring Points:</p> <ul style="list-style-type: none"> • 2 points are awarded when the student correctly identifies and orders all four events. • 1 point is awarded when the student correctly identifies all four events but incorrectly sequences the events OR correctly identifies and sequences any three of the four events. • No points are awarded for any other answer combination.

Sample Items for Grade 7: “The Biography of Amelia Earhart”	
Sample Item 3: Questions and Standards	Sample Item 3: Advances and Answers
<p>Part A Question: Which sentence explains how paragraph 4 is important to the development of the ideas in “The Biography of Amelia Earhart”?</p> <ul style="list-style-type: none"> a. Paragraph 4 provides details that explain why Earhart chose flying as a career. b. Paragraph 4 relates Earhart’s love of hard work to her success in flying. c. Paragraph 4 illustrates how Earhart’s enjoyment of flying changed her personal life. d. Paragraph 4 retells a key event that enabled Earhart to become a celebrity pilot.* 	<p>Part A Item Advances: The skills of reading carefully, analyzing deeply, making inferences, and applying understanding of a text are essential for college and career readiness. This Evidence-Based Selected-Response question allows students to consider how paragraph 4 contributes to the text as a whole, a necessity for understanding the organizational structure. The item advances assessment by asking students to offer proof of their answer as demonstrated by the inclusion of a Part B.</p> <p>Part A Answer Choice Rationales: Option D is the correct answer; it correctly describes how paragraph 4 begins with a retelling of the phone call Earhart received that led to her taking her first famous flight. Option A is incorrect; paragraph 4 does not explain why Earhart chose flying as a career. In fact, the event that establishes Earhart’s interest is mentioned much earlier in the text. Option B is incorrect; although the paragraph mentions Earhart’s job, it does so to establish where Earhart was when she received the call that led to her becoming a celebrity pilot. The paragraph does not put emphasis on Earhart’s love of hard work. Option C is incorrect; paragraph 4 does not illustrate how Earhart’s love of flying impacted her personal life.</p>
<p>Part B Question: Which quotation from paragraph 4 best supports the answer in Part A?</p> <ul style="list-style-type: none"> a. “‘I’m too busy to answer just now,’ she said.” 	<p>Part B Item Advances: Part B of this Evidence-Based Selected-Response question is innovative from past approaches in that it allows students to provide the evidence to support their answer from Part A.</p>

<p>b. “It wasn’t until the caller supplied excellent references that she realized the man was serious.”</p> <p>c. “‘How would you like to be the first woman to fly the Atlantic?’ he asked, to which Earhart promptly replied, ‘Yes!’”*</p> <p>d. “...she was asked to join pilot Wilmer ‘Bill’ Stultz and co-pilot/mechanic Louis E. ‘Slim’ Gordon.”</p>	<p>This approach calls for close reading and careful analysis of the text in order to be able to correctly answer the question.</p> <p>Part B Answer Choice Rationales: Option C is the correct answer. This sentence captures the moment that Earhart was offered the opportunity to fly across the Atlantic, becoming a celebrity because she was the first woman to do so. Option A is incorrect; the fact that she was too busy at her job to take the call does not show the event that enabled her to become a celebrity pilot, but instead shows a detail that establishes that she didn’t know how important the call would be to her life. Option B is incorrect; this option only supplies minor details about the call rather than describing the actual moment of the offer than changed her life. Option D is incorrect; it only lists the crew Earhart would be joining for the Atlantic trip.</p>
<p>Sample Item 3: Alignment</p>	
<p>Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned well to the two standards and the evidence statements listed because the question requires students to analyze the structure of the text to determine how the ideas are developed, especially the role of paragraph 4 in the account of Earhart’s life. This item demonstrates a level of complexity not seen in traditional tests in the past because students are asked to make a text-based inference in Part A and to locate supporting evidence in Part B.</p>	<p>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</p> <p>PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text.</p> <p>Standard RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><u>Evidence Statement for RI.7.5:</u></p> <p><i>The student’s response</i></p> <ul style="list-style-type: none"> • <i>provides an analysis of the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</i>

	<p><u>Standard RI.7.1</u>: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Evidence Statement for RI.7.1</u>:</p> <p><i>The student's response</i></p> <ul style="list-style-type: none">• <i>provides several pieces of textual evidence to support analysis of inferences drawn from the text.</i>
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Sample Item 3: Scoring Points and Rationale

Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but answer Part B incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with additional textual evidence, showing true mastery of the skill rather than the ability to guess.

Scoring Points:

- 2 points are awarded when the student correctly chooses the answer to Part A (D) and the answer to Part B (C).
- 1 point is awarded when the student correctly chooses the answer to Part A (D) but incorrectly answers Part B.
- No points are awarded when the student answers both Part A and Part B incorrectly, or the student only answers Part B correctly.

Sample Items for Grade 7: “The Biography of Amelia Earhart”	
Sample Item 4: Questions and Standards	Sample Item 4: Advances and Answers
<p>Part A Question: Based on the author’s portrayal of Amelia Earhart in the biography, in what way did Earhart’s character affect the choices she made in her career?</p> <ol style="list-style-type: none"> It prompted her to carefully plan each step she took toward her goals. It pushed her to try things that had never been done before.* It led to her becoming frustrated when she faced obstacles along the way. It caused her to sacrifice her personal life to her ambition. 	<p>Part A Item Advances: The skills of reading carefully, analyzing deeply, making inferences, and applying understanding of a text are essential for college and career readiness. This Evidence-Based Selected-Response question allows students to consider how Amelia Earhart’s character traits (passion for flying, enthusiasm for life, etc.) influenced the choices she made about her career. The item advances assessment by asking students to offer proof of their answer as demonstrated by the inclusion of a Part B.</p> <p>Part A Answer Choice Rationales: Option B is the correct answer; Earhart’s personality led her to attempt new challenges, especially in regard to things women hadn’t tried before. Option A is incorrect; Earhart did not carefully plan each step. For example, she did not plan to create an opportunity to fly across the Atlantic, but her passion led her to take the chance when the opportunity presented itself. Option C is incorrect; there is no textual evidence that Earhart became frustrated by challenges; in fact, the last paragraph of the text shows her encouraging others to push past frustrating obstacles. Option D is incorrect; Earhart married George Putnam and also maintained her flying career.</p>
<p>Part B Question: Which two pieces of evidence from the article best support the answer to Part A?</p> <ol style="list-style-type: none"> “Earhart named the plane ‘Canary,’ and used it to set her first women’s record by rising to an altitude of 14,000 feet.” (paragraph 3)* “From then on, Earhart’s life revolved around flying.” (paragraph 5) 	<p>Part B Item Advances: Part B of this Evidence-Based Selected-Response question represents an innovative approach to assessment in that it allows students to provide multiple pieces of evidence to support their answer from Part A. This approach calls for close reading and careful analysis of the text in order to be able to correctly answer the question.</p>

<p>c. “Intent on retaining her independence, she referred to the marriage as a ‘partnership’ with ‘dual control.’” (paragraph 5)</p> <p>d. “Together they worked on secret plans for Earhart to become the first woman and the second person to solo the Atlantic.” (paragraph 6)*</p> <p>e. “Every unessential item was removed from the plane to make room for additional fuel, which gave Earhart approximately 274 extra miles.” (paragraph 8)</p> <p>f. “When they fail, their failure must be but a challenge to others.” (paragraph 11)</p>	<p>Part B Answer Choice Rationales: Options A and D are the correct answers. Options A and D describe Earhart setting a record and attempting to be the first woman to fly solo across the Atlantic, which support the correct answer in A by showing she tried things that had not been done before. Option B is incorrect; the sentence shows Earhart’s passion for flying, but it does not offer evidence of her attempts to try new things. Option C is incorrect; the sentence talks about how Earhart’s character impacted her personal life rather than her career. Option E is incorrect; although it shows how carefully Earhart took into account every detail of her flights, it does not show her trying new things. Option F is incorrect; it shows Earhart’s strong determination, but it does not offer evidence of her trying new things.</p>
<p>Sample Item 4: Alignment</p>	
<p>Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned well to the two standards and the evidence statements listed because the question requires analyzing the text and then making an inference about Earhart’s character and the way her personality traits impacted her career. The item also asks students to provide evidence of two events that demonstrate how Earhart’s character influenced the choices she made in her life.</p> <p>This item demonstrates a level of complexity not seen in traditional tests in the past, in that students are</p>	<p>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</p> <p>PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text.</p> <p>Standard RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><u>Evidence Statement for RI.7.3:</u></p> <p><i>The student’s response</i></p> <ul style="list-style-type: none"> • <i>provides an analysis of the interactions between individuals, events, and/or ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events)..</i>

<p>asked to apply knowledge demonstrated in Part A to locate additional evidence in Part B.</p>	<p><u>Standard RI.7.1:</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Evidence Statement for RI.7.1:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> • <i>provides several pieces of textual evidence to support analysis of what the text says explicitly.</i> • <i>provides several pieces of textual evidence to support analysis of inferences drawn from the text.</i>
<p>Sample Item 4: Scoring Points and Rationale</p>	
<p>Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but Part B incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with textual evidence, showing true mastery of the skill rather than the ability to guess.</p>	<p>Scoring Points:</p> <ul style="list-style-type: none"> • 2 points are awarded when the student correctly chooses the answer to Part A (B) and the answers to Part B (A and D). • 1 point is awarded when the student correctly chooses the answer to Part A (B) but either gets one of the two possible correct answers in Part B (A or D) correct OR incorrectly answers Part B • No points are awarded when the student answers both Part A and Part B incorrectly, or the student only answers Part B correctly (either one or both correct answers for Part B).

Sample Items for Grade 7: “Earhart’s Final Resting Place Believed Found”	
Sample Item 5: Questions and Standards	Sample Item 5: Advances and Answers
<p>Part A Question: In paragraph 23 of “Earhart’s Final Resting Place Believed Found,” what is the meaning of the words “their last chance of rescue was lost in Lambrecht’s notes”?</p> <ol style="list-style-type: none"> Lambrecht’s notes were so confusing that the other rescuers could not understand them. Lambrecht should have been more focused on finding Earhart and Noonan than on keeping notes about the search. Lambrecht’s notes led the search team to the wrong location. Lambrecht left a clue in his notes that should have been investigated further.* 	<p>Part A Item Advances: The skills of reading carefully, analyzing deeply, making inferences, and applying understanding of a text are essential for college and career readiness. This Evidence-Based Selected-Response question allows students to consider the specific meaning of words used to further an understanding of the text. The item advances assessment by asking students to offer support for their answer as demonstrated by the inclusion of a Part B.</p> <p>Part A Answer Choice Rationales: Option D is the correct answer; Lambrecht’s notes documented evidence of “signs of recent habitation,” implying that Earhart and Noonan may still have been alive and could have been rescued if anyone had paid attention to the notes. Option A is incorrect; there is no textual evidence to support the inference that Lambrecht’s notes were confusing to others. Option B is incorrect; the target phrase focuses on the fact that the notes were not followed up on rather than the fact that Lambrecht should have focused more on finding Earhart and Noonan. Option C is incorrect; Lambrecht’s notes were about the possibly correct island, Nikumaroro.</p>
<p>Part B Question: Which detail from the article best supports the answer in Part A?</p> <ol style="list-style-type: none"> “... another piece of documentary evidence comes from the accounts of Lt. John O. Lambrecht . . .” (paragraph 20) “Lambrecht reported ‘signs of recent habitation’ on what was an officially uninhabited atoll.” (paragraph 20)* “... Amelia and Fred would not have been seen by the pilot.” (paragraph 23) 	<p>Part B Item Advances: Part B of this Evidence-Based Selected-Response question is innovative from past approaches in that it allows students to provide evidence to support their answer from Part A. This approach calls for close reading and careful analysis of the text in order to be able to correctly answer the question.</p> <p>Part B Answer Choice Rationales: Option B is the correct answer. Lambrecht’s notes indicate evidence of “recent habitation” on an island that was officially uninhabited, implying perhaps Earhart and Noonan had landed there and may still have been alive during the search. Option A is incorrect; the detail mentions Lambrecht’s accounts, but it does not provide</p>

<p>d. “Earhart and Noonan likely eventually succumbed to any number of causes . . .” (paragraph 24)</p>	<p>support for the idea that following up on his notes would have led to Earhart’s and Noonan’s rescue. Option C is incorrect; it provides a detail about how difficult it is to see people on the island when flying over, but it does not indicate that Lambrecht’s notes should have been followed up on. Option D is incorrect; it indicates that there were several possible causes for Earhart’s and Noonan’s demise.</p>
<p>Sample Item 5: Alignment</p>	
<p>Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned well to the three standards and the evidence statements listed because the question requires analysis of specific words in the text and the implications they have. This item demonstrates a level of complexity not seen in traditional tests in the past, in that in Part B students are asked to provide supporting evidence for the answer chosen in Part A.</p>	<p>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</p> <p>PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text.</p> <p><u>Standard RI.7.4:</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><u>Evidence Statement for RI.7.4:</u></p> <p><i>The student’s response</i></p> <ul style="list-style-type: none"> • <i>demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone.</i> <p><u>Standard RI.7.1:</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Evidence Statement for RI.7.1:</u></p> <p><i>The student’s response</i></p> <ul style="list-style-type: none"> • <i>provides several pieces of textual evidence to support analysis of inferences drawn from the text.</i>

	<p><u>Standard L.7.4:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p><u>Evidence Statement for L.7.4:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> • <i>demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</i>
<p>Sample Item 5: Scoring Points and Rationale</p>	
<p>Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but answer Part B incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with textual evidence, showing true mastery of the skill rather than the ability to guess.</p>	<p>Scoring Points:</p> <ul style="list-style-type: none"> • 2 points are awarded when the student correctly chooses the answer to Part A (D) and the answer to Part B (B). • 1 point is awarded when the student correctly chooses the answer to Part A (D) but incorrectly answers Part B. • No points are awarded when the student answers both Part A and Part B incorrectly, or the student only answers Part B correctly.

Sample Items for Grade 7: “Earhart's Final Resting Place Believed Found”	
Sample Item 6: Questions and Standards	Sample Item 6: Advances and Answers
<p>Part A Question: What is the author’s main purpose in “Earhart’s Final Resting Place Believed Found”?</p> <ul style="list-style-type: none"> a. to explain why the mystery of Earhart and Noonan’s disappearance has been difficult to solve b. to discuss two competing explanations for the disappearance of Earhart and Noonan c. to describe how recent research explains the last days of Earhart and Noonan after they disappeared d. to outline a hypothesis about what happened to Earhart and Noonan after they disappeared* 	<p>Part A Item Advances: The skills of reading carefully, analyzing deeply, making inferences, and applying understanding of a text are essential for college and career readiness. This Evidence-Based Selected-Response question allows students to consider the author’s purpose for writing this informational text, which is to put forth one likely explanation about what happened after Earhart and Noonan disappeared. Part A of the item is similar to items seen on past assessments. However, the item advances assessment by asking students to offer support for their answer as demonstrated by the inclusion of a Part B.</p> <p>Part A Answer Choice Rationales: Option D is the correct answer; the text outlines the theory and supporting data that Earhart and Noonan made an emergency landing on Nikumaroro Island instead of crashing into the ocean as previously thought. Option A is incorrect; the remote location of Nikumaroro Island and missing evidence may have hindered solving the mystery of the disappearance, but that fact is not the focus of the article. Option B is incorrect; the article does not compare the Nikumaroro Island hypothesis to other possible theories. Option C is incorrect; the evidence that author presents isn’t definitive: it simply is presented to support one possible hypothesis for Earhart’s and Noonan’s demise. Additionally, the evidence does not document their last days but rather where they may have spent them.</p>
<p>Part B Question: Which sentence from “Earhart’s Final Resting Place Believed Found” best supports the answer in Part A?</p> <ul style="list-style-type: none"> a. “Legendary aviatrix Amelia Earhart most likely died on an uninhabited tropical island in the southwestern Pacific republic of Kiribati, according to researchers at The 	<p>Part B Item Advances: Part B of this Evidence-Based Selected-Response question represents an innovation compared to past approaches because it allows students to provide evidence to support their answer from Part A. This approach calls for close reading and careful analysis of the text in order to be able to correctly answer the question. This item represents a question that is less difficult for students, as PARCC assessments must measure all</p>

<p>International Group for Historic Aircraft Recovery (TIGHAR).” (paragraph 1)*</p> <p>b. “Although she did not succeed in her around-the-world expedition, Earhart flew off into legend just after her final radio transmission.” (paragraph 10)</p> <p>c. “Theories proliferated that she was a spy, that she was captured by the Japanese, that she died in a prisoner-of-war camp, and that she survived and returned to live her life as a New Jersey housewife.” (paragraph 11)</p> <p>d. “The general consensus has been that the plane had run out of fuel and crashed in the Pacific Ocean, somewhere near Howland Island.” (paragraph 13)</p>	<p>levels of mastery along the continuum in order to provide useful information to students, teachers, and parents.</p> <p>Part B Answer Choice Rationales: Option A is the correct answer. It outlines the hypothesis referred to in the correct answer in Part A. Option B is incorrect; although the option indicates that Earhart disappeared, it does not support the theory outlined by the article. Option C is incorrect; although it introduces other, more imaginative theories, it does not support the theory as stated in the article. Option D is incorrect; it focuses on the prevailing Howland Island theory that this article attempts to refute.</p>
Sample Item 6: Alignment	
<p>Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned well to the two standards and the evidence statements listed because the question requires analysis of the author’s purpose for writing the article and then asks students to supply evidence for their answer.</p>	<p>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</p> <p>PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text.</p> <p><u>Standard RI.7.6:</u> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>• <u>Evidence Statement for RI.7.6:</u></p> <p><i>The student’s response</i></p> <ul style="list-style-type: none"> • <i>provides a statement of an author’s purpose in a text.</i> <p><u>Standard RI.7.1:</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Evidence Statement for RI.7.1:</u></p>

	<p><i>The student's response</i></p> <ul style="list-style-type: none"> • <i>provides several pieces of textual evidence to support analysis of inferences drawn from the text.</i>
Sample Item 6: Scoring Points and Rationale	
<p>Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but answer Part B incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with textual evidence, showing true mastery of the skill rather than the ability to guess.</p>	<p>Scoring Points:</p> <ul style="list-style-type: none"> • 2 points are awarded when the student correctly chooses the answer to Part A (D) and the answer to Part B (A). • 1 point is awarded when the student correctly chooses the answer to Part A (D) but incorrectly answers Part B. • No points are awarded when the student answers both Part A and Part B incorrectly, or the student answers only Part B correctly.

Sample Items for Grade 7: “Earhart’s Final Resting Place Believed Found”

Sample Item 7: Questions and Standards

Part A Question: Below are three claims that could be made based on the article “Earhart’s Final Resting Place Believed Found.”

Claims	Earhart and Noonan lived as castaways on Nikumaroro Island.
	Earhart and Noonan’s plane crashed into the Pacific Ocean.
	People don’t really know for certain where Earhart and Noonan died.*

Select the conclusion that is supported by the most relevant and sufficient evidence within the article “Earhart’s Final Resting Place Believed Found.”

Part B Question: Select evidence from the article that **best** supports the answer in Part A. Drag **two** sentences from the list and drop them into the table.

1	“A tiny coral atoll, Nikumaroro was some 300 miles southeast of Earhart’s
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Sample Item 7: Advances and Answers

Part A Item Advances: The skill of reading closely and weighing evidence to assess the strength or weakness of a claim is essential to college and career readiness. The first part of this Technology Enhanced Constructed-Response item resembles questions that have traditionally appeared on reading assessments in that it asks students to choose one option as a correct answer. However, the selecting feature reflects PARCC’s commitment to the use of technology. The item calls on students to show their understanding of how well a claim is supported within a text. Determining the relevant strength of a claim sets the stage for Part B, which asks for textual evidence and is an advance on past testing practice.

Part A Answer Choice Rationales: The claim that is best supported by the evidence in the article is the third claim: No one knows for sure where Earhart and Noonan died, despite the fact that the article lays out several pieces of evidence in support of the castaway hypothesis. The first claim, which is the castaway hypothesis—that Earhart and Noonan survived for a short while on Nikumaroro—is less well supported than the third claim because the author admits that although the evidence is “plentiful,” it is “not conclusive.” The second claim is also less well supported than the third. Although there may be evidence that could be used to support the theory of an ocean crash, the claim of an ocean crash is strongly refuted within the text of the article (“virtually indisputable that the airplane was on land”).

Part B Item Advances: Part B of this Technology Enhanced Constructed-Response item takes the item in a new direction, calling for more thorough interaction with the text. Students not only must determine which claim is most strongly supported (Part A) but also must provide evidence to establish the accuracy of their answer. Part B asks students to find two facts from the text that support their answer, illustrating one of the key shifts in CCSS assessment: use of textual evidence. Additionally, this item helps the student gather information and details for use on the Prose Constructed Response

	target destination, Howland Island.” (paragraph 3)	<p>item that will conclude the Simulated Research Task. It also mirrors what students should do when performing research.</p> <p>Part B Answer Choice Rationales: Statements numbered 3 and 5 are the correct answers. Statement number 3 speaks to the continued speculation about Earhart’s fate, which reinforces the correct answer from Part A that people don’t really know where Earhart and Noonan died. Statement number 5 points to the fact that even the most recent evidence about Nikumoro is “not conclusive yet,” leaving room for other possibilities for Earhart’s final resting place. Statements numbered 1, 2, and 4 do not support the idea that Earhart’s fate remains unknown.</p>	
2	“Although she did not succeed in her around-the-world expedition, Earhart flew off into legend just after her final radio transmission.” (paragraph 10)		
3	“Books, movies, and television specials about her disappearance abound as well as speculation about her fate.” (paragraph 11)*		
4	“Eventually, Earhart’s twin-engine plane, the Electra, was ripped apart by Nikumaroro’s strong waves and swept out into deep water, leaving no visible trace.” (paragraph 16)		
5	““The evidence is plentiful—but not conclusive yet—to support the hypothesis that Amelia landed and died on the island of Nikumaroro,’ forensic anthropologist Karen Ramey Burns told Discovery News.” (paragraph 17)*		
<table><tr><td>Evidence 1</td><td></td></tr></table>		Evidence 1	
Evidence 1			

Evidence 2		
Sample Item 7: Alignment		
<p>An Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, aligns well to the two standards and the evidence statements listed, as students must trace and evaluate the strength of three claims about a text and weigh the level of support provided for each. In addition, Part B of this item helps the student gather information and details for use on the final essay of the Research Simulation Task. This process mirrors what we should see in a research project, where each revisiting of a text helps the student build and present information.</p>	<p>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</p> <p>PARCC Assessment Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.</p> <p><u>Standard RI.7.8:</u> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p><u>Evidence Statements for RI.7.8:</u> <i>The student's response</i></p> <ul style="list-style-type: none"> • <i>demonstrates ability to trace an argument and specific claims in a text.</i> • <i>provides an evaluation of whether the reasoning is sound in an argument.</i> • <i>provides an evaluation of whether the evidence is relevant and sufficient to support the claims.</i> <p><u>Standard RI.7.1:</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Evidence Statements for RI.7.1:</u> <i>The student's response</i></p>	

	<ul style="list-style-type: none"> • <i>provides several pieces of textual evidence to support analysis of inferences drawn from the text.</i>
Sample Item 7: Scoring Points and Rationale	
<p>Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but answer Part B incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with textual evidence, showing true mastery of the skill rather than the ability to guess.</p>	<p>Scoring Points:</p> <ul style="list-style-type: none"> • 2 points are awarded when the student correctly chooses the answer to Part A (the third option) and the answers to Part B (3 and 5). • 1 point is awarded when the student correctly chooses the answer to Part A (the third option) but either gets one of the two possible correct answers in Part B (3 or 5) correct OR incorrectly answers Part B <p>No points are awarded when the student answers both Part A and Part B incorrectly, or the student only answers Part B correctly (either one or both correct answers for Part B).</p>

Sample Items for Grade 7: "Amelia Earhart: Life and Disappearance"	
Sample Item 8: Questions and Standards	Sample Item 8: Advances and Answers
<p>Part A Question: In the video “Amelia Earhart: Life and Disappearance,” the narrator mentions people who “qualified [Earhart’s] skill as adequate.” (1:04)</p> <p>What meaning is this phrase intended to suggest to the viewer of the video?</p> <ul style="list-style-type: none"> a. that Earhart’s skill as a pilot deserved popular admiration b. that Earhart’s skill as a pilot eventually allowed her to receive a license c. that Earhart’s skill as a pilot may sometimes have been overrated* d. that Earhart’s skill as a pilot was surprising in a woman 	<p>Part A Item Advances: The skills of reading carefully, analyzing deeply, making inferences, and applying understanding of a text are essential for college and career readiness. This Evidence-Based Selected-Response question asks students to consider the meaning suggested by the use of specific words. The item advances assessment by asking students to analyze the video for a second example to support the meaning, as demonstrated by the inclusion of a Part B.</p> <p>Part A Answer Choice Rationales: Option C is the correct answer; the narrator of the video, when speaking about how others saw Earhart, says that some “qualified her skills as adequate.” This phrase is offered in contrast to the earlier use of “premier” in the sentence to show that not everyone felt Earhart’s piloting skills were superior and her skills may have been overrated. Option A is incorrect; “adequate” does not imply that her skills were admirable but rather ordinary. Option B is incorrect; the narrator does not mention “adequate” skills to show Earhart was allowed to get her pilot’s license. Instead, the term is used to show that some felt she was overrated as a pilot. Option D is incorrect; “adequate” is not used in relation to Earhart’s skills as a female pilot, but rather a pilot at all. The term is showing contrast between those who thought her skills were superior vs. those who thought she was overrated.</p>
<p>Part B Question: Which piece of evidence from the video provides a second example of the correct response to Part A?</p> <ul style="list-style-type: none"> a. the reference to Earhart earning her pilot’s license (0:56) b. the quick smile on the face of the actress portraying Earhart (1:03) 	<p>Part B Item Advances: Part B of this Evidence-Based Selected-Response question represents an innovation from past approaches in that it allows students to provide an additional example of the meaning established in Part A. On operational tests, students will be able to click on each option and be directed to the exact moment indicated by the time stamp at the end of each choice.</p> <p>Part B Answer Choice Rationales: Option D is the correct answer. This part of the video discusses the fact that Earhart was actually a passenger on</p>

<p>c. the excitement of the crowd greeting Earhart (1:05)</p> <p>d. the statement that Earhart did not actually pilot the plane in the first flight across the Atlantic (1:21)*</p>	<p>the plane, which was piloted by two men. Option A is incorrect; the reference to Earhart earning her pilot's license simply shows that she was skilled enough to become licensed. It does not imply that her skill may have been overrated. Option B is incorrect; the smile on the actress's face does not imply anything about Earhart's skills as a pilot. Option C is incorrect; the excitement of the crowd shows how much they appreciated Earhart's accomplishment regardless of whether she was the actual pilot. It does not imply that Earhart's skills were overrated.</p>
Sample Item 8: Alignment	
<p>Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned well to the two standards and the evidence statements listed because the question requires that students determine the meaning and implications of a phrase describing Earhart's flying skills. This item demonstrates a level of complexity not seen in traditional tests in the past in that in Part B students are asked to provide an additional example of evidence for the response to Part A.</p>	<p>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</p> <p>PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text.</p> <p>Standard RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><u>Evidence Statement for RI.7.4:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> • <i>Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone).</i> <p>Standard RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Evidence Statement for RI.7.1:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> • <i>provides several pieces of textual evidence to support analysis of inferences drawn from the text.</i>

Sample Item 8: Scoring Points and Rationale

Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but answer Part B incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with additional textual evidence, showing true mastery of the skill rather than the ability to guess.

Scoring Points:

- 2 points are awarded when the student correctly chooses the answer to Part A (C) and the answer to Part B (D).
- 1 point is awarded when the student correctly chooses the answer to Part A (C) but incorrectly answers Part B.
- No points are awarded when the student answers both Part A and Part B incorrectly, or the student only answers Part B correctly.

Sample Items for Grade 7: "Amelia Earhart: Life and Disappearance"	
Sample Item 9: Questions and Standards	Sample Item 9: Advances and Answers
<p>Part A Question: Which two statements best describe central ideas of the video?</p> <ul style="list-style-type: none"> a. Earhart's childhood experiences shaped her adult life in surprising ways. b. Earhart overcame many obstacles to become a record-breaking pilot. c. Earhart showed that women could succeed in activities usually reserved for men.* d. Earhart found it difficult to keep her personal life separate from her public life. e. Earhart's accomplishments helped to spread excitement about air travel.* f. Earhart's disappearance is misunderstood by most of the public. 	<p>Part A Item Advances: The skills of reading carefully, analyzing deeply, making inferences, and applying understanding of a text are essential for college and career readiness. This Evidence-Based Selected-Response question allows students to consider two central ideas of the video: that Earhart proved women capable in a male-dominated world and that her feats increased excitement about aviation. The item advances assessment by first asking for two correct answers in Part A and then by asking students to provide two pieces of evidence from the video to support the answers for Part A.</p> <p>Part A Answer Choice Rationales: Options C and E are the correct answers; the video focuses on the fact that Earhart broke new ground for women and that her accomplishments gained national attention because of the excitement they created. Options A, B, D, and F are all mentioned in the video; these provide interesting information from the video, though more minor details rather than central ideas.</p>
<p>Part B Question: Which two segments from the video best support the answers in Part A? Choose one segment for each answer in Part A.</p> <ul style="list-style-type: none"> a. A teenage Earhart watches an air show while the narrator says, "Earhart first became interested in air travel after witnessing a flying exhibition by an ace pilot in her late teens." (0:19) b. Earhart flies in a yellow airplane while the narrator says, "...she took odd jobs to earn the money to pay for flying lessons." (0:31) 	<p>Part B Item Advances: Part B of this Evidence-Based Selected-Response question represents an innovation from past approaches because it allows students to provide two pieces of evidence to support the answers they chose for Part A. On operational tests, students will be able to click on each option and be directed to the exact moment indicated by the time stamp at the end of each choice.</p> <p>Part B Answer Choice Rationales: Option C is a correct answer. It offers support for the central idea that Earhart proved that women were able to do reach accomplishments previously reserved only for men, as it indicates she was the "first woman" to fly to 14,000 ft. Option D is also a correct answer. It offers support for the central idea that Earhart's accomplishments created excitement, as she was greeted with "great fanfare" upon her return to the U.S. after completing her flight across the ocean. Option A is incorrect; this</p>

<p>c. An airplane flies high in the sky while the narrator says, “By October of 1922, she was already setting records, becoming the first woman to fly to fourteen thousand feet.” (0:49)*</p> <p>d. Earhart and her flying partners are shown in a parade while the narrator says, “...she and her team were greeted with great fanfare upon their return to the United States.” (1:24)*</p> <p>e. Earhart is helped into a harness by a man in a white suit while the narrator says, “It was also around this time that Earhart was proposed to by George P. Putnam, who had helped plan and promote her trans-Atlantic flight.” (1:48)</p> <p>f. An airplane takes off while the narrator says, “For years, mystery has surrounded Earhart’s disappearance.” (2:55)</p>	<p>option only offers a detail about when Earhart became interested in flying; it does not support a central idea. Option B is incorrect; the sentence offers details about how she paid for flying lessons, which does not support a central idea of the text. Option E is incorrect; it introduces Putnam’s role in Earhart’s career and life, which isn’t a central idea of the text. Option F is incorrect; Earhart’s disappearance isn’t a central idea of the text.</p>
Sample Item 9: Alignment	
<p>Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned well to the two standards and the evidence statements listed because the question requires students to determine two central ideas of the text and then show how evidence from the text was used to develop those central ideas. This</p>	<p>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</p> <p>PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text.</p> <p><u>Standard RI.7.2:</u> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>

<p>item demonstrates a level of complexity not seen in traditional tests in the past because in Part B students are asked to provide supporting evidence for the answers chosen in Part A.</p>	<p><u>Evidence Statements for RI.7.2:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> • <i>provides a statement of central idea(s) of a text.</i> • <i>provides an analysis of the development of central idea(s) over the course of the text (2)</i> <p><u>Standard RI.7.1:</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Evidence Statement for RI.7.1:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> • <i>provides several pieces of textual evidence to support analysis of what the text says explicitly.</i> • <i>provides several pieces of textual evidence to support analysis of inferences drawn from the text.</i>
<p>Sample Item 9: Scoring Points and Rationale</p>	
<p>Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering only partial credit for partial understanding. To receive full credit, students must demonstrate that they not only can determine more than one central idea in Part A but also can trace the development of those central ideas with textual evidence, showing true mastery of the skill rather than the ability to guess.</p>	<p>Scoring Points:</p> <ul style="list-style-type: none"> • 2 points are awarded when the student correctly chooses the answers to Part A (C and E) and the answers to Part B (C and D). • 1 point is awarded when the student correctly chooses both correct answers to Part A (C and E) but fewer than two correct answers (C, D, or neither) in Part B. • 1 point is awarded when the student correctly chooses one correct answer for Part A (C or E) and chooses two correct answers for Part B (C and D) • 1 point is awarded when the student chooses only one correct answer for Part A (either C or E) and one correct answer for Part B (either C or D) • 1 point is awarded when the student chooses one correct answer in Part A (either C or E) but does not choose either correct answer in Part B.

- No points are awarded for any other combination of correct answers.

Sample Items for Grade 7: "Amelia Earhart: Life and Disappearance"

Sample Item 10: Questions and Standards	Sample Item 10: Advances and Answers
<p>Part A Question: What is most likely the intended effect of including the segment about Earhart marrying George P. Putnam, based on information presented in the video? (1:41)</p> <ol style="list-style-type: none"> to explain that Earhart's successful career relied heavily on financial help from others to show that even though Earhart accomplished amazing things, she was like other people in many ways* to illustrate that Earhart focused much attention on fostering close relationships to highlight how Earhart's accomplishments influenced others to take on challenges 	<p>Part A Item Advances: The skills of reading carefully, analyzing deeply, making inferences, and applying understanding of a text are essential for college and career readiness. This Evidence-Based Selected-Response question requires students to infer the purpose of a particular segment of a video. The item advances assessment by asking students to analyze the video for a second instance of this same purpose elsewhere in the video, as demonstrated by the inclusion of a Part B.</p> <p>Part A Answer Choice Rationales: Option B is the correct answer, as the creator of the video includes the segment showing Earhart marrying Putman to enable viewers to see Earhart and a "real" person, someone that is approachable. Option A is incorrect; although Putman aided Earhart's endeavors, this clip shows her marriage to him, not their financial arrangements. Option C is incorrect; the clip shows only one relationship, not Earhart spending a lot of time fostering close relationships. Option D is incorrect; the clip does not show Earhart influencing others to take on challenges.</p>
<p>Part B Question: Which other segment in the video was included for a similar purpose?</p> <ol style="list-style-type: none"> Earhart gets into a plane while the narrator says, "To fit in with other female pilots, Earhart chopped off her hair and donned a worn leather jacket..."(0:37)* Earhart is shown in the cockpit with her flying partners while the narrator says, 	<p>Part B Item Advances: Part B of this Evidence-Based Selected-Response question is innovative from past approaches in that it allows students to provide an additional example of the purpose of the segment mentioned in Part A. On operational tests, students will be able to click on each option and be directed to the exact moment indicated by the time stamp at the end of each choice, thus showing an innovation in the use of technology.</p> <p>Part B Answer Choice Rationales: Option A is the correct answer. This part of the video shows Earhart trying to be like others and "fit in." Option</p>

<p>“Though she did not actually pilot the plane, her trip was successful...” (1:19)</p> <p>c. Earhart is shown riding in a parade while the narrator says, “Earhart’s celebrity grew, and she signed on to write a book, go on speaking tours and endorse various products.” (1:27)</p> <p>d. Earhart waves to the crowd while the narrators says, “It was the next year at the age of 34 that she successfully flew solo non-stop across the Atlantic.” (1:53)</p>	<p>B is incorrect; showing Earhart sitting in the cockpit with her flying partners does not replicate an experience that would make her like other people, as being a female pilot was unusual during her time. Option C is incorrect; showing Earhart in a parade, signing on to write a book, etc., does not show everyday activities that would make her seem like other people. Option D is incorrect; not every day is someone greeted by a crowd after flying solo across the Atlantic, so this does not make Earhart like other people.</p>
Sample Item 10: Alignment	
<p>Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned well to the three standards and the evidence statements listed because the question requires that students determine how a particular segment both portrays the author’s point of view and helps structure the development of the ideas. This item demonstrates a level of complexity not seen in traditional tests in the past because in Part B students are asked to provide an additional example of the answer chosen in Part A.</p>	<p>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</p> <p>PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text.</p> <p><u>Standard RI.7.5:</u> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><u>Evidence Statement for RI.7.5:</u></p> <p><i>The student’s response</i></p> <ul style="list-style-type: none"> • <i>provides an analysis of the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</i> <p><u>Standard RI.7.6:</u> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>

	<p><u>Evidence Statement for RI.7.6:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> • <i>provides a statement of an author's point of view in a text</i> <p><u>Standard RI.7.1:</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Evidence Statement for RI.7.1:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> • <i>provides several pieces of textual evidence to support analysis of inferences drawn from the text.</i>
Sample Item 10: Scoring Points and Rationale	
<p>Scoring Rationale: Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but answer Part B incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with additional textual evidence, showing true mastery of the skill rather than the ability to guess.</p>	<p>Scoring Points:</p> <ul style="list-style-type: none"> • 2 points are awarded when the student correctly chooses the answer to Part A (B) and the answer to Part B (A). • 1 point is awarded when the student correctly chooses the answer to Part A (B) but incorrectly answers Part B. • No points are awarded when the student answers both Part A and Part B incorrectly, or the student only answers Part B correctly.

Sample Items for Grade 7: "Amelia Earhart: Life and Disappearance"	
Sample Item 11: Questions and Standards	Sample Item 11: Advances and Answers
<p>Question: You have read two texts and watched a video describing Amelia Earhart. All three include information that supports the claim that Earhart was a daring, courageous person. The three texts are:</p> <ul style="list-style-type: none"> • “The Biography of Amelia Earhart” • “Earhart’s Final Resting Place Believed Found” • “Amelia Earhart’s Life and Disappearance” (video) <p>Consider the argument each author uses to demonstrate Earhart’s bravery.</p> <p>Write an essay that analyzes the strength of the arguments related to Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.</p>	<p>Item Advances: The ability to compare and synthesize ideas across multiple texts is a critical skill for college and careers, as is the ability to analyze the strength of various arguments. Traditionally, writing prompts have not called for the use of textual evidence in a student’s response. This Prose Constructed-Response prompt allows students to delve deeply into multiple texts to gather evidence to analyze a given claim, simulating the research process.</p> <p>This prompt also demonstrates clearly what PARCC means by “writing using and analyzing sources”—students must draw evidence from multiple texts and cite this evidence clearly to demonstrate the reading and writing claims measured. Students are also required to demonstrate that they can apply the knowledge of language and conventions when writing (an expectation for both college and careers).</p>
Sample Item 11: Alignment	
<p>Explanation of Alignment: The item aligns with these claims, standards, and evidence statements by asking students to write a text-based response that analyzes the strength of a particular claim. The prompt calls for use of textual evidence to be</p>	<p>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</p> <p>PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text.</p>

woven into the student's response, a key shift of the Common Core.

PARCC Assessment Claim: Written Expression: Students produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience.

Standard W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (includes W.7.2.a – f).

Standard W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Standard W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Standard W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following standard format for citation.

Standard W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research (includes W.7.9.a and b).

PARCC Assessment Claim: Conventions and the Knowledge of Language: Students demonstrate knowledge of conventions and other important elements of language.

Standard L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (included L.7.1.a – c).

Standard L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (includes L.7.2.a and b).

Standard L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening (includes L.7.3.a).

	<p>PARCC Assessment Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.</p> <p><u>Standard RI.7.1:</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Evidence Statements for RI.7.1:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> • <i>provides several pieces of textual evidence to support analysis of what the text says explicitly.</i> • <i>provides several pieces of textual evidence to support analysis of inferences drawn from the text.</i> <p><u>Standard RI.7.8:</u> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p><u>Evidence Statements for RI.7.8:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> • <i>demonstrates ability to trace an argument and specific claims in a text.</i> • <i>provides an evaluation of whether the reasoning is sound in an argument.</i> • <i>provides an evaluation of whether the evidence is relevant and sufficient to support the claims.</i> <p><u>Standard RI.7.9:</u> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p><u>Evidence Statements for RI.7.9:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> • <i>provides an analysis of how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence.</i>
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	<ul style="list-style-type: none"> • <i>provides an analysis of how two or more authors writing about the same topic shape their presentations of key information by advancing different interpretations of facts.</i>
Sample Item 11: Scoring Points and Rationale	
<p>Scoring Rationale: The PARCC Scoring Rubric for Analytic and Narrative Writing contains details for all components being analyzed within a student response. These components tie directly to the PARCC Assessment Claims.</p>	<p>Scoring Points: The scoring of PCRs will not occur until standard setting has occurred. After a group of students responds to the item in a tryout or field test, anchor papers (samples) will be selected to “anchor” each score point. Each of the samples will be annotated. These annotations will include explanations of how the sample papers exemplify (show evidence of) the traits described in the rubric. After reviewing the student responses and samples, the generic scoring rubric will also be tailored to create a specific scoring rubric for this prompt.</p>